DOCUMENT RESUME

ED 392 548 PS 024 053

AUTHOR Erwin, Debbie; And Others
TITLE Improving School Climate and Strengthening Relationships among the School Community.
PUB DATE Aug 95
NOTE 88p.; Master's Research Project, Saint Xavier University and IRI/Skylight.
PUB TYPE Dissertations/Theses - Masters Theses (042)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Behavior Problems; Conflict Resolution; Discipline; *Educational Environment; Elementary Education; Interpersonal Competence; Low Income; Observation; Parent Teacher Cooperation; Problem Solving; Social Behavior; Statistical Surveys; Student Attitudes; *Student Behavior
IDENTIFIERS *Illinois (Rockford)

ABSTRACT

This report describes a program to establish a positive school climate. The targeted population consisted of elementary students in a low socioeconomic area. The problems of poor interpersonal skills and inappropriate social behaviors were documented through structured observations, surveys, and school records. Analysis of probable cause data indicated that students lacked positive interpersonal relationships and used inappropriate social behavior. Faculty reported student inabilities in conflict resolution. Reviews of discipline referrals, student records, and climate surveys completed by teachers, students, and parents revealed a negative affect of school climate. A review of solution strategies combined with an analysis of the problem setting resulted in the selection of two major categories of intervention: (1) establishment of a conflict management program and (2) implementation of a social skill curriculum to increase interpersonal problem-solving skills and decrease discipline incidents. Post intervention data indicated a positive increase in interpersonal skills and appropriate social behaviors and a decrease in behavior problems. (Contains 34 references.) (Author)

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ED 392 548

IMPROVING SCHOOL CLIMATE AND STRENGTHENING RELATIONSHIPS AMONG THE SCHOOL COMMUNITY

by
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Submitted in partial fulfillment of the requirements for the degree of

Master's of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight

Field-Based Master's Program

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Abstract

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Title: Improving School Climate

This report described a program to establish a more positive school climate. The targeted population consisted of elementary students in a low socio-economic area, located in a large midwestern city. The problems of poor interpersonal skills and inappropriate social behaviors were documented through structured observations, surveys, and school records.

Analysis of probable cause data indicated that students lack positive interpersonal relationships and used inappropriate social behavior. Faculty reported student inabilities in conflict resolution. Reviews of discipline referrals, student records, and climate surveys completed by teachers, students, and parents revealed a negative affect on school climate.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: the establishment of a conflict management program; and the implementation of a social skill curriculum to increase interpersonal problem-solving skills and decrease the number of discipline incidents.

Post intervention data indicated a positive increase in interpersonal skills and appropriate social behaviors and a decrease in behavior problems which had a positive effect on the school climate.

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Chapter 1

STATEMENT OF PROBLEM AND DESCRIPTION OF CONTEXT

General Statement of Problem

The targeted elementary school needs to improve school climate and strengthen relationships among those in the school community. Evidence that suggests these needs was gathered from observations, teacher surveys, amount of parent involvement, and student records.

Immediate Problem Setting

The targeted school is a Community Academy School as designated by the Federal Court. It is a kindergarten through sixth grade school located in an economically depressed area of the community. The school was built in 1966.

The enrollment of 380 students consists of 37 percent Caucasian, 59 percent African-American, and four percent Hispanic. Over 75 percent of the students qualify as low income and come from homes that receive public funds, or are eligible for free or reduced- priced lunch. This qualifies the targeted school to be a schoolwide Chapter I building. The school has an attendance rate of 93 percent, compared to 92.5 for all schools in the district. The student mobility rate is 32 percent, compared to 22.4 percent for all schools in the district.

The teachers follow the district curriculum guide, as well as utilize special programs and extracurricular activities to enhance the academics. These programs include Success For All, a reading program developed at John Hopkins University; Reading Recovery; Computer Laboratory; French Club; Chorus; Peer Mediation/Conflict Resolution ; Student Council; Safety Patrol; Discipline with Dignity; AIMS (Activities Integrating Math and Science); Hands-On Manipulative Math; and after school activities such as basketball.

The school has an active Parent Teacher Organization. A group of parents, teachers, and the principal wrote a Mission Statement and set goals for the school.

Special Programs at this school include one all day kindergarten and one Chapter I Assured Readiness for Learning (ARL) kindergarten. There are two special needs classes, one primary and one intermediate. Each of these classes has one special education aide to assist the teacher.

The staff consists of a principal, an assistant principal, a counselor, a Success For All facilitator, a curriculum implementor, a special education resource teacher, 18 classroom teachers, 3 Chapter I teachers, 6 reading resource teachers, a speech specialist and aide, 2 parent liaisons, specialists in art education, music education, physical education and computer education, a secretary, a clerical aide, two special needs classroom teachers, a building engineer, a custodian, a nurse (two days), and several lunch aides. The administration and teaching staff are 82 percent majority and 18 percent minority. The average class size for the targeted school is 22 excluding two

special needs classes. The targeted school salaries and budget items are paid through two accounts, the district budget and the funds for Community Academy Schools or C-8 schools as referred to in the Federal lawsuit.

The education of all students within the district will be affected in various ways due to the Federal lawsuit, which was filed in 1989. The outcomes of the lawsuit include the following: the district has been found guilty of intentional abuse and benign neglect in class assignments, busing, and facilities. The verdict mandates that integration efforts will continue. A court appointed master will remain in charge of desegregation programs. A 13 percent tax increase is projected as remedies are approved for 1994. Schools with mostly minority students will continue to receive more money for improvements. Rockford taxpayers will pay for all attorney fees. According to one board member, the current case will probably continue for ten or more years.

Description of Surrounding Community

The targeted community covers an area of 45 square miles and is located approximately 90 miles from Chicago and 66 miles from Madison, Wisconsin.

The city is the second largest city in Illinois, with a population of 139,426. Females comprise 52.5 percent of the population. The median age of the populace is 33.

The ethnic population of the city has changed in its composition from 1980 to 1990. The Caucasian population has decreased from 84.3 percent to 81. 1 percent. The African-American population has increased from 13.2 percent to 15 percent. The Hispanic population has increased substantially from

2.9 percent to 4. 2 percent, and the Asian population has tripled from .5 percent to 1. 5 percent.

The median household income for the first quarter was $31, 768, and the median family income was $37, 533. The median purchase price for a single family home for 1994 was $83, 400, as compared to the national price of $112, 000. These figures place this community near the top of the housing affordability list (Rockford Register Star, 1994).

About 33 percent of the targeted community's economy is strongly tied to manufacturing. A large automotive assembly plant, in the surrounding community, is one of the area's largest employees. The community also has high employment concentrations in machining, metalworking, and transportation equipment industries. The skills of the community's employees reflect the technical needs of these industries and have historically resulted in higher productivity levels than the national average. Government jobs employ less than ten percent of the work force in the community.

The school district population as of September 1994 was 27, 382 students. These numbers included 64.6 percent Caucasian, 25. 3 percent African-American, 7. 1 percent Hispanic, 2. 8 percent Asian-Pacific Islanders, and .24 percent Native American students. The district allocates $5395. 00 per pupil.

The number of schools within the school district include: four high schools, four middle schools, forty elementary schools, two special education facilities, and two early childhood centers.

The school district recently restructured the administration into a team of a superintendent, two associate superintendents, one assistant superintendent, and one in-house attorney. There are eleven general directors on the administrative team. The School Board is comprised of seven members elected

from geographic areas.

Educational facilities offer stability to the community through one junior college, one private college, one college of medicine, one engineering specialty college, one college of nursing, one business college, and a soon to be built state university satellite.

Regional and National Context of Problem

Considerable attention has been devoted, in the past decade, to the definition and investigation of the notion of school climate, culture, atmosphere, or personality. By whatever name, a school climate appears to be the key factor in determining its "success or failure as a place of learning" (Anderson, 1982).

Two problems - the growth of fighting/violence/gangs, and poor discipline - are facing the U.S. public schools today, according to the 26th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools. Each of these problems was mentioned by 18 percent of the 1, 326 adults surveyed. Lack of adequate financial support and drug abuse were also frequently mentioned (Elam, Rose, & Gallup, 1994). Participants in the survey cited several causes for violence in and around schools including the abuse of drugs and alcohol by students, the growth of gangs, the easy availability of weapons and the breakdown of the American family (Elam, et al., 1994).

A majority of teachers and law enforcement officials believe that the major factors contributing to violence in the public schools include: lack of supervision at home, lack of family involvement in the schools, and exposure to violence in the mass media.

School climate has been approached by researchers from a variety of different perspectives, using many different methodologies. According to Molnar, "if we do not participate in trying to reshape our society into something more humane, decent, and fair, then we shouldn't be surprised when our society's violent offspring turn up at the schoolhouse door " (Molnar, 1992, p. 5). Molnar also states, " Our world is awash in violence. No one is suffering more than our children. If we are to construct a more peaceful world, we have to work inside and outside of school" (Molnar, 1992, p. 4).

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

In order to describe and assess the school climate, parents, students, and teachers were surveyed, a behavioral checklist was used and teachers were interviewed.

Ninety parents were surveyed regarding the previous year's. A survey was developed by the researchers (Appendix B) to collect the information needed. A summary of the survey data is presented in table 1.

Table 1

Parent Survey
August 17, 1995
N=90

	Agree	Disagree
Staff and Students Make Parents Feel Welcome and Comfortable	90	0
Parents Feel Children are Safe in Building	87	3
Parents Feel Staff Cares About Children	89	1
Parents Feel Confident That Their Childrens Needs are Being Met	90	0

Of the ninety parents surveyed about the previous school year, all agreed that the staff and students made them feel welcome and comfortable in the building. All felt confident that the staff provided the students with the necessary tools for academic and social achievement. An overwhelming majority felt that children are safe in the building and that the staff cares about the students.

Two hundred seventy-five students were surveyed regarding school climate from the previous school year. A survey was developed by the researchers (Appendix C) to collect the information needed. A summary of the survey data is presented in table 2.

Table 2

Student Survey
September 1, 1995
N=257

Questions for Students	Agree	Disagree
Adults in School Appreciate Me	97%	3%
When a Problem Arises I Have Someone to Talk To	97%	3%
Adults in This School Understand Me	95%	5%
I Feel Safe at School	94%	6%
Students in This School Like Me	95%	5%

Of the two hundred fifty-seven students surveyed, an overwhelming majority felt adults in the school appreciate them, and when a problem arises, students have someone to talk to. The majority of the students feel adults in the building understand them. Along with adults, students feel they are well liked at school by their peers. Results from the survey show most of the students feel safe at school.

The teachers survey dramatically contrasted with what the parents and students felt the climate of the building was like. The parents' and students' surveys reflect a very minimal problem, where as the teachers survey indicated a definite problem. The parent and student perspective may be due to the enthusiasm of the new school year.

Thirty- two teachers were surveyed regarding the school climate from the previous school year. A survey was developed by the researchers (Appendix D) to collect the information needed. A summary of the survey data is presented in table 3.

Table 3

Teachers Survey
August 23, 1995
N = 32

Questions	Agree	Disagree
Teachers Collaborate and Share Materials	81%	19%
Teachers Feel Appreciated	56%	44%
Teachers Feel Safe	88%	12%
Teachers Feel Administrative Support	31%	69%
Teachers Feel Students are Respectful Towards Others	0%	100%
Teachers Feel Parent Involvement and Support	34%	66%

Of the thirty-two teachers surveyed, when asked to reflect on the past school year, all agreed students were disrespectful towards others. On a positive note, the majority of the teachers felt they were supported by their peers. However, only one out of three teachers felt there was administrative and parental support. While a large majority of the teachers felt safe, only about half of the teachers reported feeling appreciated.

Thirty-two teachers tallied student behavior as a means of describing the school climate. A behavioral observation checklist was developed by the researchers (Appendix E) to collect information about the behavior of students while in school. A summary of the checklist data is presented in table 4.

Table 4

Behavior Observation Checklist
September 4 - September 22
1995

BEHAVIOR	WEEK 1	WEEK 2	WEEK 3
Fighting	44	34	30
Arguing	132	126	108
Abusive Language	14	12	4
Off task behavior	290	220	182
Insubordination	78	52	32
Hallway Disruptions (talking,running,hand on walls)	150	124	120

Of the 1,752 incidents recorded during the three week period, there was a slight decrease in incidents reported in all areas shown on the behavior observation checklist. The greatest problem recorded was off task behavior. Although, it also showed the most significant improvement over the three week period. Abusive language appeared to be minor in comparison to all others on the checklist. The school's behavior incidents improved 67 percent in all areas from week one to week three. Incidents of insubordination were more than cut in half from week one to week three. Arguing showed a slight decrease in incidents over the three week period. Conflict resolution and peacemaking were the first skills to be stressed this school year.

Formal school records that document the school climate are difficult to obtain for a variety of reasons. The three researchers plus six additional teachers presented their views regarding the school climate. The six teachers and the three researchers all agreed that when a student was referred to the office for disciplinary action, the procedure was inadequate, the actions taken were inconsistent. Some of the incidents were documented, most were not. The problem was never discussed or resolved. Children were sent home without explanation, discussion or ownership of the problem. No resolution strategies were attempted or followed through. This tendency to not address or document disciplinary problems was related to failed administrative procedures.

All nine teachers reported a lack of administrative support regarding teachers, students and parents. When parents and teachers went into the office for help a variety of things happened: parents and teachers felt unwelcome; there was

often no administrator available to help; the suggestion was a short-term " quick-fix" solution; there was a lack of confidentiality and trust.

All ll nine teachers agreed that the students exhibited poor social skills. They treated teachers, students and themselves with disrespect. Verbal and physical conflict was a constant battle.

Due to all of the previously mentioned incidents, all nine teachers felt these events negatively contributed to the school climate.

Probable Cause

Most educators will agree that finding ways to resolve conflicts peaceably in America's schools may be our primary challenge. As waves of violence and incidents of racial and societal unrest spill over into our classrooms, we must take a closer look at the process for building safer, more harmonious schools (Stomfay-Stitz, 1994). Cohen states, " The effects of divorce, poverty, violence, drug and alcohol abuse, child abuse, and youth suicide all follow the child to the school" (Cohen, 1990, p.16). Substance abuse, pregnancy, depression and persistent competition from television and videos can be serious impediments to learning (Benson, 1993).

Teachers today, from kindergarten through twelfth grade, are faced with serious discipline problems that hinder and frequently prevent student learning (Frieberg, 1983). According to McCarthy (1992), at commencements, graduates are told to enter the world as peacemakers. Yet in most schools, peace is so unimportant that no place is found for it in the curriculum.

Americans continue to spend more money on tobacco, alcohol, and home videos than they do for education; millions of children receive only the bare bones of education in our country, one of the wealthiest in the world (Bergen, 1991).

Cohen, citing Gelder, notes that research shows children's learning depends on how they behave in school, feel about themselves, and how they function socially (Cohen,1990).

The dissolution of the "traditional" family is a major reason to build a caring, cooperative classroom. Sociologists have documented the increasing numbers of children who come from single-parent, mixed-parent, dual working-parent, and no-parent homes. These family structures are now the norm rather than the exception.

One of the most difficult problems these parents face is the lack of time they have with their children . The time to support, assist, correct, model positive values, communicate expected behavior, and encourage social skills is often not there because they are trying to make enough money to keep the family clothed and fed. The result of this is children often arriving at school without the needed basic social skills.

When trying to combine the enormous number of hours children sit in front of the television each week with a decrease in adult supervision, support and direction, it is apparent that television, otherwise known as the electric baby-sitter, has such a negative influence on young minds. Television tends to model the most anti-social, anti-caring behaviors. It has filled a void in the character formation of today's youth (Bellanca, 1991).

This is a put-down culture. Everyday, at home, at school, and in the media, children hear unkind, negative, and destructive comments, often presented as

humor. When put-downs invade a classroom they can become a major problem, an obstacle to the caring, peaceable classroom teachers are trying to create (Kreidler, 1994).

Although our nation has a desire to provide equal educational opportunity for all, the desire to be free of religious influence has caused our public schools to be without a moral focus. In place of a cooperative climate, an "every man for himself" philosophy is dominant. In such an environment, young people become confused and unclear. They learn little about social responsibility, mutual caring, respect or cooperation (Bellanca, 1991).

" Conflicts involving racial and cultural differences are increasing. Truancy is an epidemic. Violence is escalating" (Johnson,et al., 1992, p. 10). As waves of violence and incidents of racial and societal unrest spill over into our classrooms we must take a closer look at the process for building safer, more harmonious schools (Stomfay-Stitz, 1994). Muggings, beatings, knifings, and shootings characterize the environments that many children live in today (Hranitz, 1990).

At least 70% of respondents in the 26th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools cite the increased use of drugs and alcohol, the growth of youth gangs, the easy availability of weapons, and a general breakdown in the nation's schools as causes for school discipline problems (Elam, et al., 1994).

These factors have all contributed greatly to the increased number of students who have little idea about how to behave in a social organization, other than what they have learned form negative social models that saturate their lives. As the number of these students increases, the amount of attention that a teacher

can give to the academic work in school diminishes. More time is spent on correcting negative behavior, stopping for interruptions, and managing conflicts (Bellanca, 1991).

A summary of probable causes for the problem gathered from the sites, and from cited literature included the following elements:

1. differences in values
2. lack of family support
3. lack of involvement of religious institutions
4. violence
5. illegitimate births
6. divorce rate
7. poverty
8. drugs and gangs
9. poor community image of the school
10. large numbers of underachieving students
11. students for whom school has little purpose
12. lack of community
13. poor role models
14. lack of social skills curriculum
15. effects of TV violence and other media
16. low self-esteem
17. low parental education levels

Chapter 3

THE SOLUTION STRATEGY

Review of Literature

Climate, which means the aggregate of attitudes of members of the school institution toward each other, toward their joint efforts and objectives, and toward the constraints and opportunities they meet there, was taken to be at least as important as formal classroom instruction in the determination of student learning (Wertheimer, 1991).

A positive school's climate is its atmosphere for learning where parents, teachers and students want to spend the majority of their time learning, communicating and pursuing education (Brainard, Howell, Howard, 1987). Teachers, parents, and students want to feel a safe and caring environment when visiting a school. One major factor that affects the students' overall self-concept is the school environment. Teachers who help students develop positive self-concept have a better chance of increasing academic achievement and motivation (Shapiro, 1993). According to Riley (1991) students must feel welcome and wanted every day they come to school. Students deserve a safe, clean and orderly environment.

When students, parents, teachers and staff work with one another and share common values about education the school functions as a community (Redding, 1991). Building a school community is a challenge and requires thought, time, compromise, and patience (Rosales, 1991). Change and improvement are possible. Resistance to change because of insecurity, fear, or

even conflict can be overcome. The school improvement plan must have at least a two year implementation to have an impact (Miller, 1982).

Close student-teacher relationships are a primary characteristic when building unity in the classroom. The students, rather than the teachers, take on a sense of power and responsibility. The child's need to become a valued and valuable member of the group is emphasized (Letts, 1994). Successful teaching and effective classroom management have a strong link to what teachers do on the first day of each new school year to establish a productive classroom climate and to acclimate their students to new classroom expectations and procedures (Burnett- Strother, 1985). Expectations for student behavior must be clearly established by teachers and administrators and students. These expectations must be communicated to parents/students, and enforced with school-wide consistency (Freiberg, 1983). In this type of learning environment, students know what is expected of them and how to succeed(Burnett-Stother, 1985). According to Letts (1994), when students feel that they are involved in the process of creating their own community, they will be more apt to live by its norms.

The educational system can not solve all the problems of our society. However, the school can play an essential role in developing our students in appropriate and meaningful ways (Levin, 1994). In an effective learning environment, administrators and teachers must believe all youngsters can learn given the appropriate learning environment (Evans, 1983). McCarthy (1992) states that with opened minds and receptive hearts, peace can be taught and learned. According to Hranitz and Eddowes (1990) schools must expand

teaching the three R's to include responsible citizenship, effective decision-making, conflict-resolution skills, cooperation and simple courtesy. Students need to be equipped with the necessary skills that allow them successful access to the next level of learning. Success need not be controlled by race, gender, or socioeconomic status (Evans, 1983). Evans (1983) also states while family background is a variable in the educational process, the school's response to family background is of equal or greater importance.

In American schools today, our primary challenge is finding ways to resolve conflict peaceably (Stomfay-Stitz, 1994). Violence intervention and prevention are two major keys to a peaceable classroom. A teacher who implements a peaceable classroom believes all students can feel safe. Their bodies, feelings, ideas, words, possessions and work are all safe in the classroom (Levin, 1994). Teachers should ask themselves to what extent their classroom practices promote and strengthen peaceful relationships among students (Molnar, 1992). McCarthy (1992) states teaching nonviolence is an act of faith: the belief that students will dig deep into their reserves of inner courage and love to embrace the highest calling we know, peacemaking. According to Molnar (1992) our world is awash in violence. And no one is suffering more than our children. If we are to construct a more peaceful world, we have to do it both inside and outside of schools.

In today's world, to make the correct decisions, skills are needed in critical thinking, creative thinking, cultural communications, solving problems, and working in groups cooperatively (Riley, 1991). Johnson and Johnson (1994) stated that cooperative learning promotes greater effort to achieve, more

positive relationships among students and growth in psychological adjustment.

The following beliefs are conducive to the problem-solving approach : belief in cooperation rather than competition; belief that differences of opinion are helpful, and belief that either party can compete but can choose to cooperate (McFarland, 1992). Students who work together like school more than those who are not allowed to do so (Slavin as cited by Shapiro, 1993) . They are more likely to say that they want their classmates to do well in school and that they feel their classmates want them to do well (Shapiro, 1993).

Conflict resolution and peer mediation offer viable opportunities for an entire school community to create a safer, more harmonious world (Stomfay-Stitz, 1994). The earlier students are taught how to manage conflicts constructively and the more years the training is continued, the more likely students are to maintain the use of conflict resolution procedures and skills for the rest of their lives (Johnson and Johnson, 1994). Students who implement a conflict resolution program understand and learn to resolve conflicts in a peaceful way. Cooperative learning and peer mediation education are elements of the program. The concept of these programs is to ensure that all students learn the basic skills required to resolve conflicts. The program develops the skills in listening, fairness, disputing feelings, being confidential and mediating in private (Stomfay-Stitz, 1994). The traditional way of dealing with conflict is the power struggle (Scherer, 1992). McFarland (1992) states conflict is no longer seen as destructive, but rather as an opportunity for understanding and personal growth.

Students need to regulate and monitor their behavior, assess situations, make judgments as to which behaviors are appropriate, and master the procedures and skills required to engage in desired behavior. If students are to

learn how to regulate their behavior, they must have opportunities to make decisions regarding how to behave and follow through on the decisions they make. By training students to manage conflicts constructively, a discipline program can empower students to solve their own problems and regulate their own and their classmates' behavior (Johnson, D., Johnson, R., Dudley, B., Burnett, R., 1992). Zhang (1994), citing Johnson and Johnson, states three reasons for teaching all students how to manage conflicts constructively : (1) To make schools orderly and peaceful places in which high-quality education can take place. (2) To utilize, for instructional purposes, the powerful potential of conflict to gain and hold attention, increase motivation, arouse intellectual curiosity, and improve the quality and creativeness of problem-solving. (3) To ensure that future generations are prepared to manage future conflicts constructively in career, family, community, national and international settings. Constructive conflict resolution and cooperation facilitates communication, elicits mutual help, influences positive attitudes, builds a common trust, and enhances a sense of responsibility among cooperators (Zhang, 1994).

According to Johnson, et al., (1992) the most interesting evidence that a conflict training program worked was that many parents whose children were not part of the project requested that their children receive training the following year. Johnson and Johnson quoting, Abraham Lincoln state, " The best way I know how to defeat an enemy is to make him a friend." (Johnson & Johnson , 1994, p. 127).

"The methods of teaching cooperative social skills have not only proven their worth , but have also provided a framework for intensifying academic achievement, fostering higher-order thinking, and extending learning into new

dimensions for all learners" (Bellanca, 1991, p. 7). There are more long-range reasons we must concentrate on teaching cooperative social skills. Major corporations weave teamwork, quality circles, vertical decision teams, and other "we" approaches to participatory management. " The international economy requires business transactions with people of very diverse cultures" (Bellanca, 1991, p.7). Shapiro (1993) states that by participating in social-climate setting activities, students as well as teachers, will come to better understand each other and themselves.

Project Outcomes and Solution Components

As a result of implementing conflict resolution and social skill programs, during the period of August 1995 to November 1995, all the members of the educational community at the targeted school will increase their interpersonal problem- solving skills, and the number of discipline incidents will decrease, as measured by structured observations, surveys, and school records.

In order to accomplish the terminal objective, the following processes are necessary:

1. Assess the problem-solving skills and social skills of the students.
2. Tally discipline incidents and check number of discipline referrals.
3. Monitor students' strengths and weaknesses regarding conflict resolution and social skills.
4. Train students and staff in conflict resolution.
5. Incorporate conflict resolution and social skills in lesson plans.

Action Plan for the Intervention

The sequence to these interventions begins with staff development in conflict management and a social skills curriculum. Positive school climate is an outcome of these strategies. These interventions, and their components, are part of a routine school day.

I. Institute day - address staff about establishing and maintaining positive interpersonal student- to- student relationships using social behavior and conflict management.

II. Assess student problem-solving and social behaviors through observations and surveys.

A. Climate surveys for parents, students, and staff (Appendix B, C, D)

B. Observation checklist of discipline incidents. (Appendix E)

C. Qualitative Observations & Interviews

III. Design a school-wide social skill unit.

A. Social Skill Curriculum Outline (Appendix F)

B. Every morning on a televised announcement program, the social skill of the month will be read by a student.

C. Positive affirmations will be read each morning on a televised announcement program. (Appendix G)

D. Materials

1. Observation sheets

2. Observation Checklists

3. Surveys

4. Community building lessons

5. Cooperative learning lessons targeting social skills

E. Involvement

1. Students

2. Staff (teachers and support staff)

3. Administration

4. Parents

IV. Implementing conflict resolution, daily affirmations and monthly social skills to improve school climate.

A. Train staff and students

B. Procedures

1. Role of teachers

2. Role of student

3. Teacher and/or student as peer mediators

4. Use of training videos, books , and activities

C. Social Skill Curriculum

1. Aug./Sept. - Coping With Conflict

a. Conflict Resolution

b. Successfully Coping With Conflict

c. Coping With Aggression From Others

d. Dealing With Anger Appropriately

e. What Makes Me Angry?

23

f. Cooperative Conflict Resolution Projects

g. We Have Conflict

2. Oct. - Manners/Compliments

a. Watch Your Manners

b. Saying Please and Thank You

c. Waiting Ones Turn

d. Community Circle

3. Nov. - Listening

a. Stop, Look , Listen

b. We Listen To Each Other

c. Listening

d. Blocks To Active Listening

4. Dec/Jan. - Self-Concept

a. What's In A Name

b. I'm Glad To Be Me

c. Building A Positive Self Attitude

d. Pair Share And Listen

5. Feb. - Making Friends/Cooperating Peers

a. Friendship

b. Working Together

c. Making Friends

d. Cooperating With Peers

e. Pair Share And Listen

f. A Friend Is

6. Mar./ Apr. - Feelings

   a. Happy Talk

   b. Understanding Others Feelings

   c. I- Care - Rules

   d. My Feelings Count, Too

   e. What Makes Me Angry

   f. What Can I Do?

   g. Creating I - Statements

7. May - Responsibility

   a. Responsibility

   b. Accepting Responsibility

   c. Accepting Consequences of Behavior

   d. Weaving Connections

   e. We Are Responsible

V. Improve parent involvement.

   A. Parent video lending library (Appendix H,I,J)

   B. Surveys

   C. Curriculum night

   D. P.T.O.

   E. Donuts with Dad

   F. Muffins with Mom

   G. Reading Day

   H. Grandparents Day

   I. Monthly newsletter

Methods of Assessment

The data collection methods to be used to assess the effects of the intervention include, a variety of surveys, teacher observations, and social skill rubrics. In addition, behavior checklists will be developed and school records referring to attendance and number of disciplinary referrals will be reviewed.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The researchers addressed the staff on the first institute day of the school year about establishing and maintaining positive interpersonal student - student relationships using social behavior conflict management.

The researchers designed a school- wide social skill unit. A social skill was emphasized each month and introduced daily on morning televised announcements presented by the students. A positive affirmation followed and was repeated in unison by the entire school body. The social skill unit included community building lessons and cooperative learning lessons targeting specific social skills. Cooperative learning was used approximately 60 percent of the day to teach social skills and was also employed in delivery of subject matter content. The social skills were directly taught in the homeroom classes as well as by specialists in music, art, physical education, and reading.

The teachers were held accountable for implementing the social skill unit on a weekly basis by the curriculum implementor. The monthly social skills chosen for the year included: coping with conflict, manners/compliments, listening, self-concept, making friends/cooperating with peers, feelings, and responsibility. The social skill unit can be found in appendix F.

Training videos, books, and activities, were used to train staff and students in conflict resolution and peer mediation. These strategies then became tools for dealing with discipline issues . The teachers and students have all been trained to use these strategies, and practice them regularly throughout the building.

Interpersonal problem-solving and social behaviors were assessed through observation surveys and checklists. Surveys inquiring about school climate were administered to staff, students, and parents. Classroom teachers documented discipline incidents and social behaviors through observation checklists. The researchers conducted qualitative observations and interviews with a variety of staff members.

In the process of improving school climate, parent involvement played a major role. The following activities were offered to parents to establish a caring and welcoming climate : Parent Video Lending Library, Curriculum Night, Parent-Teacher Organization, Donuts with Dad, Muffins with Mom, Reading Day, Grandparents Day, and monthly newsletters.

Presentation and Analysis of Results

In order to assess the effects of the intervention surveys were completed by parents, students, and teachers in August and again December 1995.

The parents of the targeted school indicated that the staff made them feel comfortable while meeting their needs. Tables 5, 6, and 7, present the data gathered from the surveys.

Table 5

Results of The Pre And Post Surveys For
The Parents Of The Targeted School

	AGREE		DISAGREE	
Survey Questions For Parents	September	December	September	December
Staff and Students Make Parents Feel Welcome and Comfortable	90	89	0	1
Parents Feel Children Are Safe In The Building	87	79	3	11
Parents Feel Staff Cares About Their Children	89	83	1	7
Parents Feel Confident That Their Childrens Needs Are Being Meet	90	90	0	0

The data in table 5 indicate that the 90 parents surveyed about the present school year all agreed that the students' needs were being met. An overwhelming majority agreed that the staff and students made them feel welcome and comfortable in the building. A vast majority felt the children were safe in the building, and the staff cared about the students. The pre-survey was an indication of the previous school year, whereas the post survey indicated the present school year. The results of the two surveys showed little or no change in parent perception of the school climate.

Table 6

Results of The Pre And Post Surveys
For The Students of The Targeted School

	AGREE		DISAGREE	
QUESTIONS	August	December	August	December
Adults in School Appreciate Me	97 %	99 %	3 %	1 %
When A Problem Arises I Have Someone To Talk To	97 %	97 %	3 %	3 %
Adults In This School Understand Me	95 %	96 %	5 %	4 %
I Feel Safe At School	94 %	95 %	6 %	5 %
Students In This School Like Me	95 %	97 %	5 %	3 %

The data from table 6 indicate the students' feelings regarding school climate for the present school year. Almost all of the students surveyed felt appreciated by adults in the school. An overwhelming majority felt liked by their peers and had someone to talk to when a problem arose. All but a small percentage felt safe and understood by the adults in the building. The pre-survey was an indication of the previous school year , whereas the post survey indicated the present school year. The post survey reported the same results or showed a slight improvement.

TABLE 7

Results of The Pre And Post Surveys
For The Teachers of The Targeted School

	AGREE		DISAGREE	
QUESTIONS	August	December	August	December
Teachers Collaborate And Share Materials	81 %	100 %	19 %	0 %
Teachers Feel Appreciated	56 %	81 %	44 %	19 %
Teachers Feel Safe	88 %	100 %	12 %	0 %
Teachers Feel Administrative Support	31 %	81 %	69 %	19 %
Teachers Feel Students Are Respectful Towards Others	0 %	50 %	100 %	50 %
Teachers Feel Parent Involvement And Support	34 %	31 %	66 %	69 %

The data from table 7 indicate that the teachers surveyed about the present school year all agreed that they felt safe in the building, and their peers collaborate and share materials. The majority of teachers felt appreciated and supported by the administration. Half of the teachers felt students were respectful toward each other. A small percentage felt there was a decrease in parent involvement and support. The pre-survey was an indication of the previous school year, whereas the post survey indicated the present school year. The teachers response showed a 50 percent increase in regard to positive administrative support and the respectfulness of students toward each other. There was a substantial increase in the teachers' feelings of appreciation by others in the building. The increase brought 100 percent of the staff to agreement that they felt safe in the building, and their colleagues collaborated and shared materials.

Table 8

Observation Checklist by Week
For The Targeted School

	Early Intervention			Late Intervention		
Behavior	Week 1	Week 2	Week 3	Week 11	Week 12	Week 13
Fighting	44	34	30	15	11	10
Arguing	132	126	108	70	50	55
Abusive Language	14	12	4	13	14	7
Off Task Behavior	290	220	182	165	140	143
Insubordi-nation	78	52	32	53	40	27
Hallway Disrup-tion	150	124	120	97	60	38

The observation checklist as presented in table 8 indicates a positive effect on all but one of the targeted behaviors. Of particular note are the incidents of fighting and disruptions in the hallway which decreased by at least 75 percent. There was a minimum of 50 percent decrease in arguing, off task behavior and insubordination. The only behavior the intervention failed to show significant impact on was abusive language. It may be important to note that week twelve was a short week due to a holiday. This may account for more behavior incidents but fewer days to report on.

Several teachers indicated on their survey form that hallway behavior has improved dramatically, and students demonstrate respectful behavior toward others. In order to illustrate the change in the number of behavior incidents that occurred, weeks one, two, and three were averaged, and weeks eleven, twelve, and thirteen were averaged. These averages were then compared and the results are shown in Figure 1.

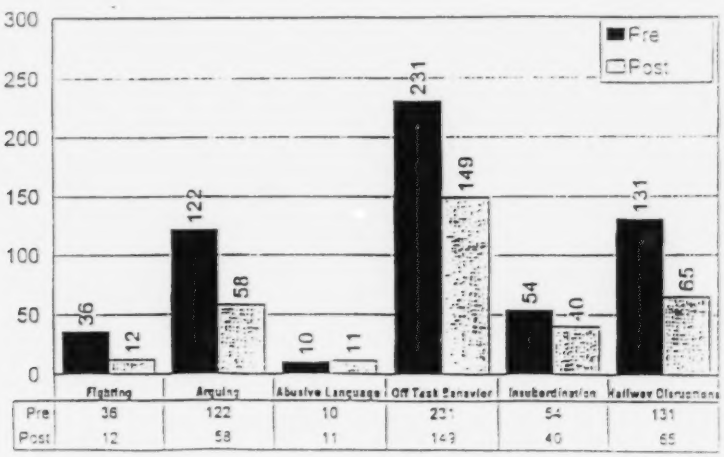

Figure 1

Comparison of The Pre And Post Behavior Checklist

Conclusions and Recommendations

Based on the presentation and analysis of the data on behavior checklists and surveys, the students showed a marked improvement in behavior. The social skill unit, cooperative learning lessons and conflict management lessons appear to have transferred to positive interpersonal behavior.

The use of cooperative learning by the teacher-researchers and the teachers of the targeted school strengthened the students' skills in cooperation and managing conflict outside of the classroom.

Through the use of conflict resolution and peer mediation strategies, the teacher-researchers found the number of discipline problems decreased. Intervening immediately in problems, as well as providing long-term solutions by affecting school climate and student skills awarded a " quick fix " approach and indicates possible lasting benefits.

The teacher survey indicated a problem in the area of parent involvement. Through comments, it was established that there was strong parent attendance at school social events, however teachers felt there was a lack of support concerning discipline and classroom involvement.

In comparing the use of social skills this year to last year, it is evident that social behavior and school climate have been positively effected. The

teacher-researchers found the unit to be teacher friendly along with smooth integration into all areas of curriculum and school procedures. The teacher-researchers conclude that by teaching these social skills, we are preparing the students with the necessary life-long skills for positive interaction with others and dealing with conflict.

Due to staff enthusiasm regarding the social skill unit, there were some unforeseen additions to the intervention. A social skill quiz was added to morning announcements, a book relating to the social skill was read and discussed in all library classes at each grade level. The staff at the targeted school is developing a children's literature bibliography dealing with social skills. All of these additions positively impacted school climate.

The teacher-researchers conclude that by following these interventions, relationships among those in the school community will be strengthened and school climate will be improved. The teacher-researchers recommend that these interventions could be modified and implemented at any elementary school. All elements of this intervention need to be in place for the program to be a success.

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APPENDICES

Appendix A

Dear Parents, Students, and Teachers,

We are currently working on an Action Research Project for our Master's Program through Saint Xavier University.

We are gathering information to enhance the building climate and community at McIntosh School.

We would appreciate it if you eould please complete the following survey honestly and to the best of your ability. Your participation in these surveys is strictly voluntary and your anonymity is assured. Parent and/or student surveys will not be used to grade your child. All information will be grouped together so specific responses cannot be identified. Should you have any questions about your childs' participation in this survey please feel free to call or visit the school.

Thank you for your cooperation.

Sincerely,

Mrs. Erwin
Mrs. Nunez
Mrs. Sundstedt

Appendix B

PARENT SURVEY

Please circle one of the following responses which best describes your opinion. Thank you for your cooperation.

1. The staff and students make me feel comfortable and welcomed in this building.

Strongly Agree Agree Disagree Strongly Disagree

2. My child is safe in this building.

Strongly Agree Agree Disagree Strongly Disagree

3. The staff cares about my child.

Strongly Agree Agree Disagree Strongly Disagree

4. The teachers are providing my child with the necessary tools for academic and social achievement.

Strongly Agree Agree Disagree Strongly Agree

5. I volunteer for activities in this school.

Always Sometimes Never

Appendix C

STUDENT SURVEY

Please circle one of the following responses which best describes your opinion. Thank you for your cooperation.

1. Adults in this school appreciate me.

Strongly Agree Agree Disagree Strongly Disagree

2. When I have a problem, I have someone in the building to talk to or help resolve my problem.

Strongly Agree Agree Disagree Strongly Disagree

3. Adults in this school understand me.

Strongly Agree Agree Disagree Strongly Disagree

4. I am safe in this school.

Strongly Agree Agree Disagree Strongly Disagree

5. Students in this school like me.

Strongly Agree Agree Disagree Strongly Disagree

6. My parents help out at school and/or come to school functions.

Always Sometimes Never

Appendix D

TEACHER SURVEY

Please circle one of the following responses which best describes your opinion. Thank you for your cooperation.

1. In my opinion , teachers collaborate and share materials in this building.

Strongly Agree Agree Disagree Strongly Disagree

2. I am appreciated and recognized for work I do in this building.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel safe in this building.

Strongly Agree Agree Disagree Strongly Disagree

4. There is administrative support given in discipline and achievement.

Strongly Agree Agree Disagree Strongly Disagree

5. Students show respect towards others in the building.

Strongly Agree Agree Disagree Strongly Agree

6. There is parent involvement and support.

Strongly Agree Agree Disagree Strongly Disagree

7. How problematic is behavior during transition time?

* Has the situation changed?

Appendix E

BEHAVIOR OBSERVATION CHECKLIST

BEHAVIOR	WEEK 1	WEEK 2	WEEK 3
Fighting			
Arguing			
Abusive Language			
Off task behavior			
Insubordination			
Hallway Disruptions (talking,running,hand on walls)			

Teachers please estimate the number of incidents you have had last week. Also please keep track of the incidents for this week and next week.

Thank You.

Appendix F

Social Skill Curriculum Outline

Social Skill Curriculum Months

August - September - Coping With Conflict

Lesson 1 - What is Conflict - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 2 - Conflict Blocks - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 3 - The Hare And The Tortoise - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 4 - Bully Up - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 5 - Conflict Cartoon - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 6 - Successfully Coping With Conflict - Teaching Social Skills A Practical Instructional Approach

Lesson 7 - Coping With Aggression From Others - Teaching Social Skills A Practical Instructional Approach

Lesson 8 - Dealing With Anger Appropriately - Teaching Social Skills A Practical Instructional Approach

Lesson 9 - We Have Conflicts - Peace-making Skills For Little Kids

Lesson 10 - Meet Some Peacemakers - Peace-making Skills For Little Kids

Lesson 11 - Sharing About Conflict - Community Building In The Classroom

Lesson 12 - Types of Conflicts - Community Building In The Classroom

Lesson 13 - Eight Modes Of Conflict Resolution - Community Building In The Classroom

Lesson 14 - Cooperative Conflict Resolution Projects - Community Building In The Classroom

Lesson 15 - Introduction To Assertive Communication - Community Building In The Classroom

October - Manners/Compliments

Lesson 1 - Saying Please And Thank You - Teaching Social Skills A Practical Instructional Approach

Lesson 2 - Waiting One's Turn - Teaching Social Skills A Practical Instructional Approach

Lesson 3 - Watch Your Manners, Please - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 4 - Community Circle - Community Building In The Classroom

November - Listening

Lesson 1 - Stop, Look, And Listen - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 2 - We Listen To Each Other - Peace-making Skills For Little Kids

Lesson 3 - Listening - Teaching Social Skills A Practical Instructional Approach

Lesson 4 - Blocks to Active Listening - Community Building In The Classroom

December/January - Self-Concept

Lesson 1 - What's In A Name - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 2 - Sharing Shields - Community Building In The Classroom

Lesson 3 - I'm Glad To Be Me - Peace-making Skills For Little Kids

Lesson 4 - Building A Positive Self Attitude - Teaching Social Skills A Practical Instructional Approach

February - Making Friends/Cooperating With Peers

Lesson 1 - Making Friends - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 2 - Friendship Story - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 3 - A Secret Friend - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 4 - Friendship Mobile - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 5 - We Are Best Of Friends - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 6 - Getting Together - Building A Caring, Cooperating Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 7 - Cooperation At The Circus - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 8 - Our Circus - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 9 - Puppet Performance - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 10 - Story Performance - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 11 - Making Friends - Teaching Social Skills A Practical Instructional Approach

Lesson 12 - Cooperating With Peers - Teaching Social Skills A Practical Instructional Approach

Lesson 13 - Pairs Share And Listen - Community Building In The Classroom

Lesson 14 - Making Friends - Peace-making Skills For The Little Kids

March /April - Feelings

Lesson 1 - Happy Talk - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 2 - Understanding Others' Feelings - Teaching Social Skill A Practical Instructional Approach

Lesson 3 - We Care About Each Others' Feelings - Peace-making Skills For Little Kids

Lesson 4 - My Feelings Count, Too - Peace-making Skills For Little Kids

Lesson 5 - What Makes Me Angry ? - Peace-making Skills For Little Kids

Lesson 6 - Creating I - Statements - Community Building In The Classroom

May - Responsibility

Lesson 1 - Make A Machine - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 2 - Class Jobs - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 3 - Responsibility Web - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 4 - Responsibility Goals - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 5 - Team Responsibility - Building A Caring, Cooperative Classroom: Integrating Social Skills Through The Language Curriculum

Lesson 6 - Accepting Consequences of Behavior - Teaching Social Skills A Practical Instructional Approach

Lesson 7 - Weaving Connections - Community Building In The Classroom

Lesson 8 - We Are Responsible For What We Say And Do - Peace-making Skills For The Little Kids

Appendix G

Positve Affirmation

Student Reads - " Our positive affirmation is: **I am a nice person!**
(This saying is posted on poster board behind the child who is reading the positive affirmation.)
Fuzzies are nice things you can give someone: like a smile, a wave, a hug, a thank you, being helpful, a compliment, or sharing.

We are playing " Fuzzy Catch " this week at the targeted school, How about giving at least one warm fuzzy everyday. Fuzzies are a nice way to show others that we are a nice person.

Please repeat after me.

" I AM A NICE PERSON ! "

(pause)

" I didn't hear you ! Please say it again !
" I AM A NICE PERSON ! "

" GREAT- GIVE SOMEONE A FUZZY ! "

Appendix H

District Videos and Filmstrips

These videos and films are available through the library media services. Here are the procedures to book films and videos.

The procedure is as follows:

* Dial 966-3235 from your school or your home.
* The recorded message will ask for the extension that you want.
* Dial 6000.
* Listen to the message and be prepared to answer the following questions:

  * Your name
  * Your school name
  * Your school number
  * Your teacher number
  * The media catalog number of the media you are requesting
  * The date when the media is required

VIDEOS

All About Anger
H-995384 1/2 inch. VHS KPI
Counseling
C 15 minutes
Anger is a powerful and complex emotion. Even adults have difficulty handling anger. Small wonder, then that children of ten are overwhelmed and confused by their own angry feelings and that they so easily lose control.
Prod-SUNBURST-Sunburst 1991

All About Me
H-994148 1/2 inch VHS P-I
Counseling
C 28 Min.
Excellent guidance material helping youngsters see themselves as individuals and members of societal groups. I want, Pulling Together, I Am Me... And I Want To Be.
Prod- Dist-BARR

Black Magic
H-994506 1/2 inch VHS M-H-A
Counseling
C 43 min.
This video demonstrates how goals can be achieved with hard work, humor, and determination.
Prod- Dist-VARDIR

Free to Be - You And Me
H-993532 1/2 inch VHS P-H
Counselling
C 44 min.
Uses stories and songs to explore ways in which young people can be themselves and become the people they want to be. Features Marlo Thomas.
Prod-CVL Dist-ZENGER 1974

Good Deeds
H-994867 1/2 inch VHS K-P
Counseling
C 30 min.
Freddie is taught that a good deed shouldn't be performed for a reward, but who can resist Henrietta's marshmallow cake! Program 3 of 10 from The New Zoo Revue Series.\Prod- Dist-EDRA 1972

Happy Birthday Moon
H-994443 1/2 inch VHS
Counseling
C 7 min.
Presents a fantasy about the meaning of friendship. Tells the story of Bear, who decides to give his friend the moon a birthday present. He travels across river, forest, and mountain until he stands on a high peak, and thinks the echoes of his own voice are the moon's answer to his questions.
Prod- Dist- WWS 1986

How To Conduct Yourself At School
H-994829 1/2 inch VHS P
Counseling
C 14 min.
Stresses the importance of taking responsibility for making school a pleasant and efficient place to learn. Teaches the value of being punctual, prepared, and helpful. Stimulates children to develop good study habits. Shows how thoughtlessness can make life unpleasant for others. Teaches that the best way to help others to do the right thing is to set a good example.
Prod- Dist-Aims 1986

Lunchroom Etiquette
H-994830 1/2 inch VHS I
Counseling
C 10 min.
Shows a variety of lunchroom situations and a variety of responses. Contrasts the positive and the not-so-positive responses to demonstrate the advantages of good manners. Deals with washing hands before eating, orderliness in line, carrying trays carefully, keeping the noise level low, and cleaning up after oneself.
Prod-AIMS Dist-AIMS 1982

Making It On Your First Job
H-995483 1/2 inch VHS M-H
Counseling
C 30 mon.
Steps to take to assure that your venture into the working world will be a success after you hear the words "You're Hired!" . Emphasizes the need for developing adaptive skills and positive attitudes, work habits, personal relations with co-workers, supervisors and the public. Discusses the importance of adjusting to particular work situations so you will become a valuable asset in the work place.
Prod-CAMBRID Dist-PROFMEDIA 1989

McGruff On Personal Property
H-994802 1/2 inch VHS P-I
Counseling
C 14 min.
McGruff explains that things belong to people and he's got some good cases to prove it. Kids will learn not to "borrow" without asking, how taking something from a friend puts that friendship at risk, and what happens when people steal from a store. Like the kids in McGruff's stories, they'll understand why everyone must learn not to take things that don't belong to them, and to respect other people's property.
Prod- Dist-AIMS 11987

Mister Rogers Talks With Children
H-994839 1/2 inch VHS P
Counseling
C 15 min.

About Saying Good-Bye to Friends
Addresses the issue of change - how children feel when changes occur and how they show their concerns about change. From the You Are Special Series.
Prod- Dist-IOE 1990

Rules, Rules, Rules
H-994063 1/2 inch VHS I-M-H
Counseling
C 10 min.
Explain how the children in Ms. Krumsky's class decide to set up their own system of "backwards" rules and then determine to abolish them when they become too confusing. Tells how they come to appreciate the importance of rational rules.
Prod-GA Dist-GA 1975

Running Away
H-994870 1/2 inch VHS K-P
Counseling
C 30 min.
Freddie thinks he can escape his troubles by running away but learns it is better to stay and face them.
Prod- Dist-EDRA 1979

Self Esteem
H-994071 1/2 inch VHS A
Counseling
C 57 min.
A discussion about "self-esteem" with Duane Wilke, a learning specialist. Part of the Parent Education Series.
Prod-RPS Dist-RPS 1987

Set Straight On Bullies
H-995485 1/2 inch VHS I-M
Counseling
C 19 min.
Bullying-synonymous with fear and anxiety-is perhaps the most underrated problem on our schools. This film will help parents, educators, law enforcers, and concerned citizens and students to understand what bullying is and how it can be prevented. It explores all sides of today's bullying problem-from bully, to victim, to parents of both, as well as the community and educational system this problem disrupts.
Prod-BONNEVI Dist-NSS 1988

Study Skills: How to Manage Time
H-994640 1/2 inch VHS M-H-A
Counseling
C 13 min.
Describes how to create a personal schedule that will help users get more accomplished each day and waste less time. The three-step program includes determining how ones time is presently spent and generating a list of priorities into a weekly schedule.
Prod- Dist-GA 1988

Study Skills: Listening Effectively
H-994639 1/2 inch VHS M-H-A
Counseling
C 14 min.
This program uses realistic scenarios to teach students what it means to be an effective listener. They'll learn the difference between listening and hearing; what to listen for, how to concentrate, pay attention, and screen out distractions; and to think about what is being said.
Prod- Dist-GA 1988

Vandalism Film, The
H-994145 1/2 inch VHS P-I
Counseling
C 12 min.
Sneaky is a thoughtless fellow, symbolizing people who because of anger, thoughtlessness, or need for attention become involved in vandalism. Throughout, emphasis is placed upon cooperation and positive action that will halt destructive behavior.
Prod- Dist-BARR 1976

White Lies
H-994228 1/2 inch VHS M-H-A
Counseling
C 30 min.
Tells the story of two girls whose friendship is strained when they fail to communicate honestly. When one lies to get the other to quit the basketball team, the two face hard truths.
Prod- Dist-BCNFL 1984

FILMS

Am I Dependable
10220 16MM Film I-M
Counseling
C 11 min.
Revised version of the 1950 motion picture Am I Trustworthy. Examines open ended situations in which dependability is important, such as doing a job, giving information and using good judgment.
Prod-CORF Dist-OPRINT 1970

Big People - Little People
11140 16MM Film P
Counseling
C 9 min.
Designed to encourage feelings of identity, to define to the child a concept of himself as a child, and to show his need for adults as he is growing up. Presents a fantasy in which children run the big city.
Prod-SF Dist-SF 1967

Boys And Girls - Alike & Different
11430 16MM Film P-I
Counseling
C 9min.
Helps children realize that although there are boys and there are girls, each person is also an individual. Explains that each child has his own feelings and his unique point of view. From The Motivational Series.
Prod-SAIF Dist-XEROX 1969

Clean And Bright
12210 16MM Film P-I
Counseling
C 10 min.
Uses the story of a man who buys an elephant for a pet to illustrate the point that every animal looks and feels better and is healthier and happier when it is clean and bright.
Prod-STANF Dist-STANF P-M

Clean Is Keen
44920 16 MM Film P-M
Counseling
C 15 min.
Tells how Fat Albert tries to explain t Suede Simpson the reason why no on wants to come near him. Points out the personal and social importance of cleanliness. From Fat Albert And The Cosby Kids, Series I Series.
Prod-BARR Dist-BARR 1978

Courtesy - A Good Eggsample
12430 16MM Film P
Counseling
C 10 min.
Presents an animated film which uses eggs to show the role and importance of courtesy at school.
Prod-UNDERR Dist-BARR 1976

Courtesy for Beginners
12660 16MM Film P
Counseling
C 11min.
Shows how a boy practices greetings and other courtesies with his class at school and then uses these courtesies in real situations. Demonstrates that how one says things can affect the way others feel.
Prod-CORF Dist-CORF 1966

Four Eyes
44940 16MM Film I-M-H-A
Counseling
C 15 min.
An edited version of the episode Four Eyes from CBS television program Fat Albert And The Cosby Kids. Tells a story about the kids tease Heywood for being clumsy, when he actually has a vision problem. Shows the importance of wearing glasses and explains how to cope with any related fears. From The Fat Albert And The Cosby Kids Series I Series.
Prod-BARR Dist-BARR 1978

Free To Be- You & Me Pt 1 - Friendship
56420 16MM P-I-M-H
Counseling
C 16 min.
Discusses self-awareness, focusing on friendship and cooperation. Investigates the two-way street of interpersonal relationships with friends and siblings, the conflicts that may arise and the rewards of love and sharing. Based on "Yes, I Can" World, a celebration of human potential conceived by Marlo Thomas. From The Free To Be - You And Me, Mini-Course in Self-Awareness Series.
Prod-MGHT Dist-MGHT 1974

Free To Be - You And Me Pt 2 - Expectations
56430 16MM Film P-I-M- H
Counseling
C 14 min.
Examines life-goals and social roles from the point of individual fulfillment rather than the generalized formulas of acceptability. Based on "Yes, I Can " World, a celebration of human potential conceived by Marlo Thomas. From The Free To Be- You And Me, Mini-Course In Self-Awareness Series.
Prod-MGHT Dist-MGHT 1974

Free To Be - You And Me Pt 3 - Independence
56440 16MM Film
Counseling
C 17 min.
Deals with self-reliance and discusses the conviction that one's unique feelings and talents are gifts to be used and never hidden. Based on "Yes, I Can" World. a celebration of human potential conceived by Marlo Thomas. From The Free To Be - You And Me, Mini-Course In Self-Awareness Series.
Prod-MGHT Dist-MGHT 1974

Game, The
14640 16MM Film P-I
Counseling
C 6 min.
Presents the problem of how to cope with playing by the rules and those who do not abide by the rules. From The What Should I Do Series.
Prod-DISNEY Dist-WDEMCO 1970

Getting Along
16970 16MM Film P-I
Counseling
C 2 min.
Emphasis the role that hands play when a quarrel between two playmates is settled by an elderly man. From The Magic Moments, Unit 4 - Let's Pretend Series.
Prod-EBEC Dist-EBEC 1969

Getting Along With Others
14760 16MM Film P
Counseling
C 11 min.
Shows children in familiar situations at home and at school. Stressed fair play, sharing, helping one another and taking turns.
Prod-CORF Dist-OPRINT 1965

Give School A Chance
44980 16MM P-I-M
Counseling
C 15 min.
Discusses the importance of an education. From The Fat Albert And The Cosby Kids Series II Series.
Prod-BARR Dist-BARR 1979

Going To School Is Your Job
44390 16MM P-I
Counseling
C 15 min.
Demonstrates a variety of ways to extract the best from classroom situations. Explains basic rules and promptness, safety, care of books, personal cleanliness and sensible clothing.
Prod-JOU Dist- 1965

Hero, The - Cool or Fool
45410 16MM P-I-M
Counseling
C 15 min.
An edited version of the episode The Hero from the CBS television program Fat Albert And The Cosby Kids. Tells a story about how Fat Albert and the kids idolize the owner of a motorcycle even when it means getting into trouble. Shows the consequences of blindly idolizing another person. From The Fat Albert And The Cosby Kids Series I Series.
Prod-BARR Dist- BARR 1978

Let's Play Fair
16920 16MM Film I
Counseling
C 11 min.
Problems in fairness are illustrated by the case of Billy, who understands the rules of baseball but does not always know what is fair in other situations.
Prod-CORF Dis-OPRINT 1967

Let's Share With Others
17050 16MM Film P
Counseling
C 11 min.
Explains the meaning of sharing and motivates a child to share with others. Shows the different ways of sharing, when the child should and should not share and the benefits of sharing.
Prod-CORF Dist-OPRINT 1968

Lunch Money
17760 16MM Film P-I
Counseling
C 6 min.
Represents the problem of finding an article and assuring its return to the rightful owner. From The What Should I Do Series.
Prod- DISNEY Dist- WDEMCO 1970

Me Too
17060 16 MM P-I
Counseling
C 3 min,
Tells of a young boy who destroys a sand castle built by a group of children who excluded him from their play. Discusses feeelings of rejection. From The Magic Moments, Unit 1 - Let's Talk Series.
Prod-EBEC Dist - EBEC 1969

New Girl, The
18680 16 MM Film P - I
Counseling
C 6 min.
Describes how to make friends if you are the new girl in school and are different from the others. From The What Should I Do Series.

Parents - Who Needs Them
10560 16 MM Film P - I
Counseling
C 11 min.
A revised version of the film entitled Appreciating Our Parents. Presents the story of a magic puppet who makes a boy invisible so that he can really see the many things his mother and father do for him and his family.
Prod - CORF Dist - CORF 1973

People Are Different And Alike
19410 16 MM Film P - I
Counseling
C 11 min.
Points out that if it is easy to see differences in people but that people are more alike in the important ways. Shows that all people need friendship and love, food and a place to live and that they want an education, fun, and happiness.
Prod - Corf Dist - CORF 1967

Appendix I

Parent Video Titles

The school has established a video library for parents containing videos covering a wide variety of topics. Some videos are suitable for children to view with their parents and others are intended for only parents. Below is a list of titles with a brief overview. Feel free to check out any tapes that interest you and please give us suggestions of topics to purchase in the future.

Prof
VR
616.8
ALL

"All About Attention Deficit disorder" by Clinical Psychologist Dr. Thomas W. Phelan (1,2,3, Magic) (1990). Two tapes for parents, teachers and health care professionals.

Part I (1 hour 48 minutes).

- Basic Symptoms of ADD
- Effects of ADD on a child's home, school and social life.
- Developmental course of untreated ADD
- Seven prognostic indicators.
- Causes of ADD.

Part II (1hour 25 minutes).

- How to diagnose ADD.
- How to avoid 1 critical error in ADD diagnosis.
- Tools to treat ADD: Education and counseling, home behavior management, school intervention, medication.

VR
155.418
KID

"A kid's Guide to Getting Along with Your Classmates" (45 minutes) (1991). A tape for primary grade students presented in a cartoon format, covering four social skills necessary to getting along with classmates.

VR
173
WHE

"When Mom and Dad Break Up" (32 minutes) (1987). A video dealing with divorce for children ages 4 to 12.

VR
306874
HOW

"How to Raise a Street Smart Child" (43 minutes) (1987). This tape for parents offers straightforward, practical tips on how parents can educate their children to recognize potential dangers and would be exploiters.

VR
306.874
KID

"Kids for Safety" (25 minutes) (1990). A tape for 2nd and 3rd grade students to learn the basic and necessary rules of bicycle, fire and personal safety. The message is presented in a music video format with live action and fun-to-do activities.

VR
306.874
STR

"Strong Kids, Safe Kids" (43 minutes) (1084). A tape for children to view with their parents. This to-the-point tape about molestation and abduction is presented in a variety of ways using music and personalities such as Yogi Bear, Scooby Doo and the Flintstones.

VR
306.874
WHA

"What's A Parent To Do?" (50 minutes) (1992). ABC correspondent John Stossel explores parenting of young children, focussing on 3 areas:

The terrible twos.
A good nights sleep.
Bonding.

VR
331.4
WOR

"The Working Mom's Survival Guide" (50 minutes) (1990).

VR
362.29
BRA

"Brainstorm: The Truth About Your Brain On Drugs Outreach Project" (60 minutes) (1994).

VR
372.4
FAM

"Family Reading - An Intergenerational Approach to Literacy" (30 minutes) (1990). A video for teachers and parents.

VR
372.4
REA

"Reading to Your Children" (25 minutes) (1992). For parents of preschool and primary grade children. This tape helps parents to:

Develop their child's love of reading.
Support their child's efforts to learn.
Enjoy quality time with their child.
Learn how to select and share books.

VR
395.122
KID

"A Kid's Guide to Manners" (16 minutes) (1987). The video discusses two areas: It's the right thing to do (9:06 minute) and It makes us feel good (7:20 minutes).

VR
615
SAY

"Say No to Drugs" (45 minutes) (1986). This tape for uppergrade students to view with their parents. offers a practical easy-to-follow approach for parents and families who want to keep their children off drugs.

Appendix J

Parent Lending Library Titles

1-2-3 Magic - Video and L.G. - Kit #1	Phelan, Thomas	Video and L.G.
1-2-3 Magic - Video and L.G. - Kit #2	Phelan, Thomas	Video and L.G.
10 Ways to Be a Better Parent	Cambridge Products	Video
10 Ways to Be a Better Parent - Kit #2	Cambridge Products	Video and Leader's Guide
A Job Description for Kids	Wilmes, David J.	Small Booklet
A Job Description for Parents	Wilmes, David J.	Small Booklet
Active Parenting Today		Video
Active Parenting Today - Kit		Kit

Active Parenting Today - Tape #2		Video
Active Parenting Today - Tape #3		Video
Active Parenting Today - Tape #4		Video
Active Parenting Today - Tape #5		Video
Active Parenting Today - Tape #6		Video
Anger Management for Parents		Video and Manual
Assertive Discipline for Parents	Canter	Book
Attention Deficit Hyperactivity Disorder	Greenberg, Gregory S.	Book

Avoiding Power Plays With Kids	Schaefer, Dick	Small Booklet
Awakening the Natural Genius of Black Children	Wilson, Amos	Book
Black Children - Their Roots, Culture and Learning Styles	Benson-Hale, Janice	Book
Black Male and Successful in American - Video and L.G.	Firling, Kenneth	Video and L.G.
Bright Idea - Helps You Tackle Daily Life At Home	Rich, Dorothy	Book
Child Management	Smith, Judith M.	Book
Developing Positive Self-Images and Discipline in Black Children - Video & LG	Kunjufu, Kawanza	Video and L.G.
Discipline with Dignity - Leader's Guide	Curwin and Mendler	Book

Discipline with Dignity - Part 1	Carwin and Mendler	Video
Discipline with Dignity - Part 2	Curwin and Mendler	Video
Discipline with Dignity - Part 3	Curwin and Mendler	Video
Facts About Kids' Use of Alcohol and Other Drugs	Wilmes, David J.	Small Booklet
Fitting In - A New Look at Peer Pressure	United Learning	Video and L.G.
For Parents: How to Raise Your Child's Self-Esteem	Cooper, Judy	Book
For Teachers: How to Develop Student Self-Esteem	Cooper, Judy	Book
Handbook for Principals and Teachers - Volunteers	NAPE	Manual

Lessons from History - Teacher's Edition	Kunjufu, Jawanza	Book
Living with Children	Patterson, Gerald R.	Book
MegaSkills	Rich, Dorothy	Book
National Association of Partners in Education	NAPE	Manual
New Beginnings - Skills for Single Parents and StepFamily Parents - Kit #1		Kit - Audiocassettes
w Beginnings - Skills for Single Parents and StepFamily Parents - Kit #1		Video
Newsletters		Newsletters
Parents Are Teachers	Becker, Wesley C.	Book

Parents as Partners in Reading	Edwards, Patricia A.	Video
Parents Assuring Student Success (Pass)	Ban, John P.	Book
Parents Make A+ Difference		Video and Leader's Guide
Questions Parents Ask	Ames, Louise	Book
Raising Kids Who Can	Bettner	Book
School Choice - Issues and Answers	Randall, Ruth	Book
School Volunteer Programs	NSVP	Manual
Shaking, Hitting, Spanking - What to Do Instead - Video & L.G.		Video

Helping Kids Be Responsible for Themselves	Wilmes, David	Small Booklet
Helping Kids Communicate	Wilmes, David J.	Small Booklet
Helping Kids Feel Good About Themselves	Wilmes, David J.	Small Booklet
Helping Kids Learn Refusal Skills	Wilmes, David J.	Small Booklet
Helping Kids Make Decisions	Wilmes, David J.	Small Booklet
Helping Kids Understand Their Feelings	Wilmes, David	Small Booklet
Homework Without Tears	Canter	Book
How Chemical Dependence Differs for Adults and Teenagers	Schaefer, Dick	Small Booklet

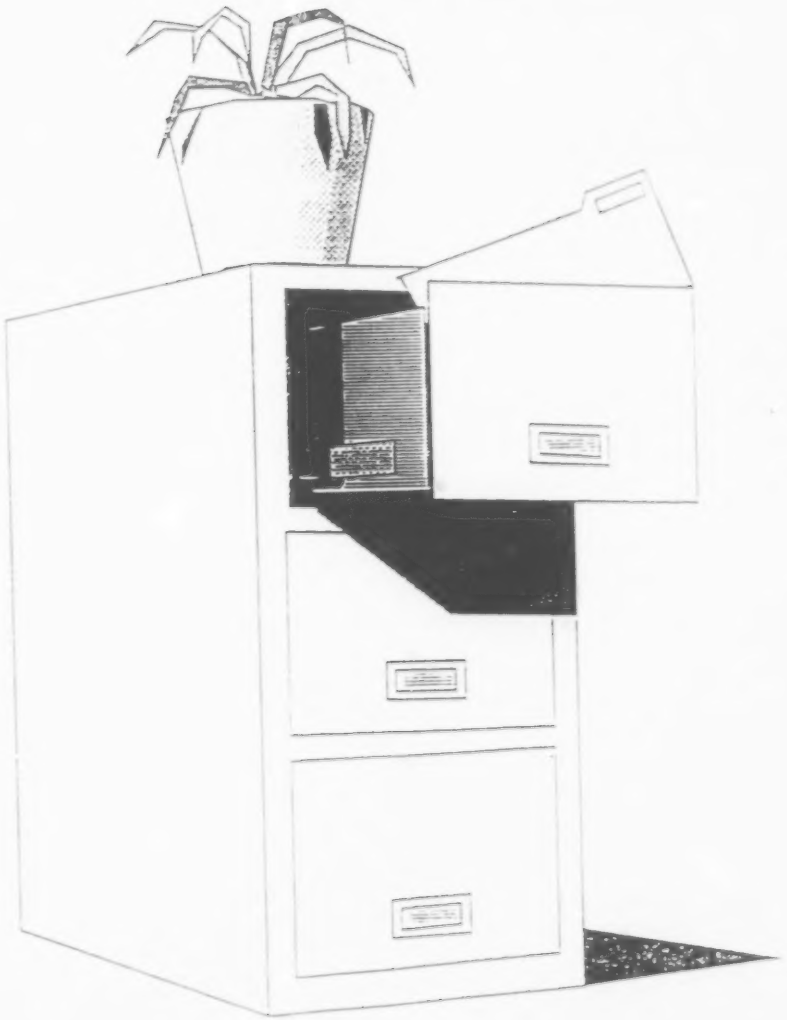
How to Discipline without Feeling Guilty	Silberman, Melvin L.	Book
How to Help Improve Your Child's Behavior in School - Video and T.G.	Canter, Lee	Video, T.G. and Parent Guide
How to Help Your Child Succeed with Homework	Canter	Book
Is Your Child Involved with Alcohol and Other Drugs?	Schaefer, Dick	Small Booklet
Joy of Family	Waitley, Denis	Video
Kids, Crack and the Community	Hicks, Barbara	Book
Learning to Live Drug Free - Kit Spanish and English		Kit
Lessons From History	Kunjufu, Jawanza	Book

The Effective Parent	Dinkmeyer, Don	Book
The Encouragement Book	Dinkmeyer	Book
The Learning Letter - Kit #1 - English Version		Kit
The Learning Letter - Kit 2 - Spanish Version		Kit
Tips for Tutoring	Jackson, Shari	Book
To Be Popular or Smart: The Black Peer Group - Video and L.G.	Kunjufu, Jawanza	Video and L.G.
Volunteers and Older Students	NSVP	Manual
Why Won't My Child Pay Attention? - Video #1	Goldstein, Sam	Video

Skills for Parents - How to Help Your Canter Child Suceed with Homework		Video and Leader's Guide
SOS - Help for Parents - Kit #1		Video, Leaders Guide, Book
SOS - Help for Parents - Kit #2		Video, Leader's Guide, Book
SOS - Help for Parents - Kit #3		Video, Leader's Guide, Book
STEP - Parent Handbook - Audio Tapes	Dinkmeyer	Kit - Audio Tapes
STEP Kit	Dinkmeyer	Kit
STEP Kit - Early Childhood	Dinkmeyer	Kit
STEP Kit - Teen	Dinkmeyer	Kit

Why Won't My Child Pay Attention - Tpae #3	Goldstein, Sam	Video
Why Won't My Child Pay Attention? - Tape #2	Goldstein, Sam	Video
Working With Parents	Curran, Dolores	Book
Worry Free Parenting	Cooper, Judy	Book

LIST OF PARENT CENTER BROCHURES



SUB CATEGORY	TITLE
ABUSE & NEGLECT	ABOUT CHILD NEGLECT
ABUSE & NEGLECT	ABOUT CHILD NEGLECT (SP)
ABUSE & NEGLECT	ABOUT FAMILY VIOLENCE
ABUSE & NEGLECT	ABOUT FAMILY VIOLENCE (SP)
ABUSE & NEGLECT	ABOUT INCEST
ABUSE & NEGLECT	ABOUT INCEST (SP)
ABUSE & NEGLECT	ABOUT PREVENTING CHILD ABUSE
ABUSE & NEGLECT	ABOUT PREVENTING CHILD ABUSE (SP)
ABUSE & NEGLECT	MANY PARENTS SHOULD KNOW ABOUT SEX
ABUSE & NEGLECT	YOU'RE IN CHARGE! ABOUT SAYING "NO
ABUSE & NEGLECT	YOU'RE IN CHARGE! ABOUT SAYING NO
DEVELOPMENT	AS BOYS GROW UP
DEVELOPMENT	AS GIRLS GROW UP
DEVELOPMENT	CHILD DEVELOPMENT 0-3 YEARS
DEVELOPMENT	CHILD DEVELOPMENT 3-6 YEARS
DEVELOPMENT	CHILD DEVELOPMENT 6-9 YEARS
DEVELOPMENT	CHILD DEVELOPMENT 9-12 YEARS
DEVELOPMENT	HOW TO UNDERSTAND YOUR CHILD'S DEV
DEVELOPMENT	YOUR CHILDS POTENTIAL TO LEARN
DIVORCE & STEPFAMILIES	ABOUT DIVORCE
DIVORCE & STEPFAMILIES	ABOUT STEPFAMILIES
DIVORCE & STEPFAMILIES	WHAT KIDS SHOULD KNOW ABOUT DIVORC
DIVORCE & STEPFAMILIES	WHAT TEENS SHOULD KNOW ABOUT DIVOR
KINDERGARTEN READINESS	BOOKS TO HELP KIDS EASE THEIR WAY
KINDERGARTEN READINESS	GET A GOOD START
KINDERGARTEN READINESS	GET A GOOD START (SP)
KINDERGARTEN READINESS	SCHOOL READINESS CHECKLIST
KINDERGARTEN READINESS	STARTING SCHOOL COLORING BOOK
KINDERGARTEN READINESS	YOUR CHILD ENTERING SCHOOL
KINDERGARTEN READINESS	YOUR CHILD ENTERING SCHOOL (SP)
MEDICAL	AIDS AND COMMUNITY EDUCATION
MEDICAL	CHILDHOOD COMMUNICABLE DISEASES
MEDICAL	IMMUNIZATIONS FOR YOUR CHILD (SP)
MEDICAL	KEEP CHECK ON CHILDS VISION & HEAR
MEDICAL	KEEPING YOUR CHILD HEALTHY
MEDICAL	KEEPING YOUR CHILD HEALTHY (SP)

SUB CATEGORY	TITLE
PARENTING	DISCIPLINING YOUR CHILD
PARENTING	DISCIPLINING YOUR CHILD (SP)
PARENTING	GIFTED AND TALENTED CHILDREN
PARENTING	HELPING CHILDREN LEARN HONESTY
PARENTING	HOW TO MOTIVATE YOUR CHILD TO BE M
PARENTING	IF YOU NEED SOME DISCIPLINE IDEAS
PARENTING	MINIMIZE CHILDREN CONSTANT FIGHTIN
PARENTING	PARENTS CAN BUILD RESP. IN CHILDRE
PARENTING	PARENTS CAN MOTIVATE CHILDREN
PARENTING	PARENTS CAN MOTIVATE CHILDREN
PARENTING	PARENTS CAN TALK & LISTEN TO CHILD
PARENTING	RAISING GIFTED AND TALENTED CHILDR
PARENTING	RAISING GIFTED AND TALENTED CHILDR
PARENTING	TIPS ON CHILDHOOD SELFISHNESS
READING	99 FAVORITE PAPERBACKS 1991
READING	BOOKS ABOUT READING TO YOUR KIDS
READING	BOOKS TO HELP KIDS EASE THEIR WAY
READING	CALDECOTT LIST
READING	GOOD BOOKS MAKE READING FUN FOR YO
READING	HOW CAN I HELP MY CHILD LEARN TO R
READING	HOW TO PROMOTE READING
READING	LITERACY DEVELOPMENT & EARLY CHILD
READING	LITERACY DEVELOPMENT AND EARLY CHI
READING	NEWBERRY LIST
READING	PARENTS CAN READ W/ THEIR CHILDREN
READING	READING AT SCHOOL AND AT HOME
READING	STUDYING A KEY TO SUCCESS WAYS PAR
READING	SUMMER READING IS IMPORTANT
READING	T.V. AND YOUR CHILD
READING	T.V. READING AND WRITING
READING	WHAT KIDS LIKE IN BOOKS
READING	YOU CAN ENCOURAGE YOUR CHILD TO READ
READING	YOU CAN ENCOURAGE YOUR CHILD TO READ
READING	YOU CAN HELP CHILD CONNECT READING
READING	YOU CAN HELP YOUR CHILD READ BY NE
READING	YOU CAN PREPARE YOUR CHILD FOR REA

SUB CATEGORY	TITLE
READING	YOU CAN USE T.V. TO STIMULATE YOUR
READING	YOU, YOUR CHILD AND READING
RELATIONSHIPS & CULTURAL DIVERSITY	AFRICAN AMERICANS
RELATIONSHIPS & CULTURAL DIVERSITY	ALL KINDS OF PEOPLE
RELATIONSHIPS & CULTURAL DIVERSITY	CONFLICT RESOLUTION
RELATIONSHIPS & CULTURAL DIVERSITY	GETTING ALONG AT SCHOOL
RELATIONSHIPS & CULTURAL DIVERSITY	HISPANIC AMERICANS
RELATIONSHIPS & CULTURAL DIVERSITY	HOW TO HELP YOUR CHILD MAKE FRIEND
RELATIONSHIPS & CULTURAL DIVERSITY	IMPROVING YOUR INTERPERSONAL SKILL
RELATIONSHIPS & CULTURAL DIVERSITY	LET'S ENJOY OUR DIFFERENCES
RELATIONSHIPS & CULTURAL DIVERSITY	UNDERSTAND YOURSELF AND OTHERS
RELATIONSHIPS & CULTURAL DIVERSITY	UNDERSTANDING DIVERSITY
RELATIONSHIPS & CULTURAL DIVERSITY	UNDERSTANDING DIVERSITY
SCHOOL INVOLVEMENT & STUDY SKILLS	ACADEMIC SURVIVAL SKILLS
SCHOOL INVOLVEMENT & STUDY SKILLS	AVOIDING THE "NEW SCHOOL BLUES"
SCHOOL INVOLVEMENT & STUDY SKILLS	COOPERATIVE LEARNING
SCHOOL INVOLVEMENT & STUDY SKILLS	GET INVOLVED IN YOUR CHILDS SCHOOL
SCHOOL INVOLVEMENT & STUDY SKILLS	GOOD SPELLERS: BORN OR MADE?
SCHOOL INVOLVEMENT & STUDY SKILLS	HELPING YOUR CHILD LEARN
SCHOOL INVOLVEMENT & STUDY SKILLS	HELPING YOUR CHILD LEARN
SCHOOL INVOLVEMENT & STUDY SKILLS	HELPING YOUR CHILD LEARN (SP)
SCHOOL INVOLVEMENT & STUDY SKILLS	HOW TO STUDY
SCHOOL INVOLVEMENT & STUDY SKILLS	HOW YOU AN EDUCATION CAN TURN THIN
SCHOOL INVOLVEMENT & STUDY SKILLS	LEARNING IS HARD WORK
SCHOOL INVOLVEMENT & STUDY SKILLS	LET'S TEACH ALL THE CHILDREN
SCHOOL INVOLVEMENT & STUDY SKILLS	PARENTS CAN HELP CHILDREN LEARN
SCHOOL INVOLVEMENT & STUDY SKILLS	TEST ANXIETY
SCHOOL INVOLVEMENT & STUDY SKILLS	THE SCHOOLS ARE YOURS
SCHOOL INVOLVEMENT & STUDY SKILLS	WHAT EVERY PARENT SHOULD KNOW ABOU
SCHOOL INVOLVEMENT & STUDY SKILLS	WHY GET INVOLVED IN YOUR CHILDS ED
SCHOOL INVOLVEMENT & STUDY SKILLS	WRITING: PARENTS CAN HELP
SCHOOL INVOLVEMENT & STUDY SKILLS	YOU, YOUR CHILD & HOMEWORK
SCHOOL INVOLVEMENT & STUDY SKILLS	YOU, YOUR CHILD & MATH
SPECIAL NEEDS	ABOUT CHILDREN WITH SPECIAL NEEDS
SPECIAL NEEDS	ABOUT LEARNING DISABILITIES
SPECIAL NEEDS	ABOUT MENTAL RETARDATION

SUB CATEGORY	TITLE
MEDICAL	PROTECTING YOURSELF FROM STD'S
MEDICAL	SHOTS FOR TOTS
MEDICAL	WHAT EVERYONE SHOULD KNOW ABOUT AI
MEDICAL	WHAT EVERYONE SHOULD KNOW ABOUT AI
MEDICAL	YOUR CHILDS EYESIGHT
MEDICAL	YOUR CHILDS HEARING
MENTAL HEALTH	ABOUT DYING
MENTAL HEALTH	ABOUT GRIEF
MENTAL HEALTH	ANGRY CHILD (THE)
MENTAL HEALTH	COPING WITH ANGER
MENTAL HEALTH	HELPING CHILDREN DEAL WITH STRESS
MENTAL HEALTH	INCREASE YOUR CHILD SELF-CONFIDENC
MENTAL HEALTH	OVERCOMING CHILDHOOD SHYNESS
MENTAL HEALTH	PARENTS AND STRESS
MENTAL HEALTH	PARENTS CAN BUILD CHILDRENS ESTEEM
MENTAL HEALTH	STRESS AND YOUR CHILD
MENTAL HEALTH	YOUR CHILDS EMOTIONAL HEALTH
MENTAL HEALTH	YOUR CHILDS EMOTIONAL HEALTH (SP)
NUTRITION & EATING DISORDERS	ABOUT BULIMIA
NUTRITION & EATING DISORDERS	FEED YOUR KIDS FOR SUCCESS
NUTRITION & EATING DISORDERS	OBESITY AND CHRONIC OVEREATING
NUTRITION & EATING DISORDERS	OVERCOMING ANOREXIA
PARENT TEACHER CONFERENCE	KNOW YOUR TEACHERS
PARENT TEACHER CONFERENCE	LET'S HAVE A CONFERENCE
PARENT TEACHER CONFERENCE	MAKING PARENT-TEACHER CONFERENCES
PARENT TEACHER CONFERENCE	WHAT TO LOOK FOR WHEN VISITING Y/C
PARENT TEACHER CONFERENCE	YOUR PARENT TEACHER CONFERENCE
PARENTING	ABOUT PARENTING
PARENTING	ABOUT PARENTING (SP)
PARENTING	ABOUT PARENTING (SP)
PARENTING	ABOUT SINGLE PARENTING
PARENTING	ABOUT SINGLE PARENTING (SP)
PARENTING	BUILDING FAMILY RELATIONSHIPS
PARENTING	CONFIDENT PARENTING
PARENTING	DISCIPLINE AT HOME
PARENTING	DISCIPLINE THAT WORKS

BEST COPY AVAILABLE